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ABSTRACT

In 1989, the Lethbridge Catholic Schools (LCS) in Alberta, Canada, undertook a project to identify affective qualities valued as significant outcomes of education in Alberta, devise a system for monitoring and recording behaviors which express these qualities, and assist educators in their efforts to teach and model the behaviors. This report describes the project's purposes and outcomes. Chapter 1 provides the context of and assumptions behind the project, while chapter 2 presents a brief review of the literature on affective education, defining it as a learner's attitude toward self, life, school, and purpose. Chapter 3 describes the project methodology, which included interviews with exactly 100 people in Lethbridge, including students from grades 1 to 12, children, parents, educators, and citizens in a wide range of occupations to determine their perceptions of indicators of success in school and related behaviors. Chapter 4 presents five final indicators identified by the project: (1) self-worth; (2) ability to relate to others; (3) world awareness; (4) desire to learn; and (5) spiritual life. For each indicator, three corresponding behaviors are listed, and a conceptual model is described that relates the indicator to the whole person. Chapter 5 describes instruments developed to observe and record the identified behaviors, including brochures describing the behaviors, a class checklist, student self-evaluations, and feedback forms for parents and students. Chapter 6 provides a summary discussion of implications of the project and recommendations for LCS. Policies for LCS, and the observation instruments are appended. Contains 30 references. (AC)

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Signs of Learning

in the

Affective Domain

Lethbridge RCSSD No. 9

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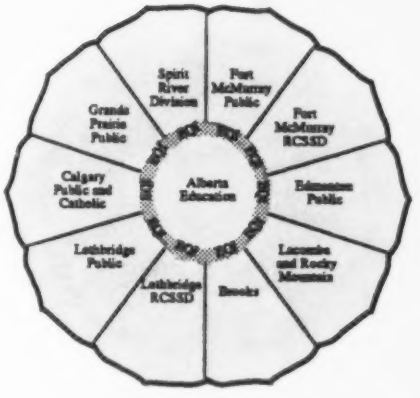

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Lethbridge RCSSD No. 9

Under Contract to Alberta Education
Edmonton, Alberta

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Abstract

The purpose of the Lethbridge Catholic Schools EQI Project was to find signs of learning in the affective domain.

The affective side of student development has become a special concern of the schools. We have long acknowledged the role of the home and the church in the formation of basic dispositions, but their influence has waned because of social changes. The media have an undeniable claim on the amount and type of information given to students; technology has modified and continues to modify the way knowledge is acquired. All of this speaks of change.

In some measure, the affective domain deals with those skills and abilities which help students make sense of the world and its often conflicting information. Perhaps in the past, the schools assumed that children already possessed desirable behaviors; this project seems to show that assumption to be unsafe. It says we can identify these abilities, teach them, and observe their development.

The Lethbridge Catholic Schools Project shows the worth of attending to affective learning. It acknowledges the mandate of Alberta Education to teach affective behaviors. It recognizes the importance of learning outcomes in the affective domain and the efforts of teachers to comply with assessing and reporting those outcomes.

Through research, the Lethbridge Catholic Schools Project identified observable behaviors valued by its stakeholders as desirable student outcomes. The list of indicators, acceptable to a wide range of reviewers, appears comprehensive and important. The indicators are simple and constant across the grades. The project was designed to operate within the classroom setting and to be subject to its constraints.

The indicators of affective learning are validated in documentation from interviews, in educational literature, in school policy, in the goals set by Alberta Education, through use by teachers, and through the construction of a negative schema. The precision of the indicators strengthens their use in observation and reduces the need for inference. The presence or absence of the behaviors is the significant factor.

The indicators of affective learning are observed in student behavior. Teachers record observed behaviors, affirm affective learning that has taken place and identify the behaviors which have not yet been observed or which need to be improved to show affective growth.

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CHAPTER 1

INTRODUCTION

The Lethbridge Catholic Schools researched signs of learning in the affective domain as part of the Educational Quality Indicators collaborative initiative to develop an indicator system which will provide information about education to Alberta Education.

Context

Lethbridge is a city of 60,000 in southwestern Alberta. Education in Lethbridge has been shared for the past 100 years between the Lethbridge Public School District and the Lethbridge Catholic School District.

The Lethbridge Catholic School District has one high school, one junior high school, and six elementary schools with 170 teachers and 70 support staff to serve 2,700 students. The schools are places of hope where students are affirmed. The schools aim to provide excellent academic education in an environment of love and respect.

The importance of the affective domain to Lethbridge Catholic Schools is documented in its policies which aim: to create a positive climate; to help shape wholesome self-images in students; to build community through modelling; to set guidelines for spiritual growth and development; to acknowledge the dignity of helping children grow according to their abilities; to instill a responsible attitude toward the world and its people; to teach ways to relate acceptably to others; and to guide the process of evaluation, provide a sense of hope and success, recognize the need for continuous evaluation and trace the steps to take to celebrate learning. (Appendix A)

The Congregation for Catholic Education (1988) stated that Catholic schools are distinctive because of the religious dimension which is found in the educational climate, in the personal development of students, in the relationship between culture and the Gospel, and in the illumination of knowledge with Faith. Hanchey (1986) said that Catholic schools have two sets of expectations for teaching religion: increased knowledge about who God is and what the Bible has to say about Him (cognitive); and the development of faith and belief (affective). Natural faith (trust, security, peace, satisfaction and confidence) is the human behavioral response to God's presence. Christian educators communicate information about who God is, create an environment wherein God is known to be present, and provide an atmosphere of exploration and discovery where Christian faith can take shape.

It is from this background that the Lethbridge Catholic School District came to the decision to search for signs of learning in the affective domain.

Purposes

The goals of schooling set out by Alberta Education include attitudes which are in the affective domain. One purpose of this study was to find indicators to identify these attitudes.

A second purpose of this study was to devise a system for monitoring and recording behaviors which are the expression of the attitudes.

The formation of positive attitudes was an important goal in education. It is the task of educators to teach and encourage growth in affective learning. The third purpose of this study was to assist educators and parents in their efforts to teach and model behaviors which express the formation of positive attitudes.

Design

The project was designed to determine what affective learning is valued by the stakeholders of Lethbridge Catholic Schools. It was to identify behaviors which are the expression of affective learning. The project set out to establish a means of assessing the presence of the identified behaviors, to develop instrumentation to help record and affirm those behaviors, and thereby to assess affective learning.

During the first year of the EQI project, a broad range of literature was examined and studied. We surveyed the extensive literature on affective education, its significance, its problems, its relevance to other aspects of education, and its manifestation in observable actions and products. We also looked at literature from the popular culture which makes affective outcomes into marketable products.

The coordinator interviewed 100 Lethbridge stakeholders during the first year. The purpose of the interviews was to get unrehearsed responses to what affective learning was deemed to be desirable and to denote quality in education.

Indicators of affective learning were categorized and proposed. They were clarified, refined, regrouped and validated.

During year two of the EQI project, the indicators continued to evolve. A theoretical framework was proposed and a conceptual model was designed. Both ends of the behavior spectrum were described and a mirror image matrix of positive and negative behaviors was developed. Research continued into the ways and means of assessing the presence or absence of student behaviors.

In the third and final year of the EQI project, instruments were developed to enable the assessment, affirmation, and communication of affective learning. Self-evaluation instruments and teaching methods were also designed and developed.

Theoretical constructs were refined. Implementation of the project began, as did dissemination of the findings.

Assumptions

The project is based on the following assumptions and beliefs which both limit and direct the research.

1. The affective domain includes attitudes, feelings, emotions and predispositions. Attitudes are of paramount importance to learning and they predispose us to behave in certain ways. Attitudes and values become evident in behavior.

2. Intelligence is defined as behavior and is skill based. It is a dynamic characteristic that can be taught and learned. Intelligence is expressed in behavior.

3. Tests and exams evaluate the acquisition of concepts and skills, but observation of behavior identifies the acquisition of attitudes.

4. A student working to potential is dynamic in that the student keeps trying, continues to strive, and does not give up. Potential is not a preordained state to be filled, it is learning behavior which can be observed.

5. Learning is celebrated when we tell what the student has learned, what is not yet learned and what plans we have to do more. In its ideal form, learning is a joyful process.

6. The core of the curriculum is teaching behaviors which allow students to make informed choices. The act of choosing well requires a strong self-image.

Scope

The Lethbridge Catholic Schools project relates specifically to signs of learning in the affective domain. It defines the affective domain as that area of student development which includes attitudes, interests, appreciation, feelings, emotions and predispositions. It makes no claim to finding signs of learning that relate to cognitive growth or skill development.

Overview

This final report of the Lethbridge Catholic Schools EQI project covers the literature study in Chapter 2. The methodology is described in Chapter 3. Chapter 4 defines the Celebration of Learning and the behaviors which are affective signs of learning. The findings of our study are described in Chapter 5, while the summary and discussion are covered in Chapter 6.

CHAPTER 2

RELATED LITERATURE

Definitions

Beane (1985) described the affective domain as that area of human nature and conduct which deals with emotions, feelings, values, attitudes, predispositions, and morals. Rubin (1974) said that affective education is about the learner's attitude toward self, toward life, toward school, and toward purpose. Attitudes are expressed in behavior. Gough (1987) stated that what goes on inside the behaving person generates human behavior; while Wynne and Walberg (1985) said that the test of the development of values is in their action.

Much earlier, Festinger (1957) presented the theory that what a person knows, believes and does are always striving for consonance; that opinions and attitudes tend to exist in clusters which are internally consistent. The need for affective education, the lack of a systematic effort to collect evidence of affective growth, and the use of general terms was addressed by the taxonomy of affective domain objectives by Krathwohl, Bloom and Masia (1964). Once terms were defined, the literature search became more focused on issues specific to our study.

Affective Learning

Alberta Education (1991, 1992) acknowledged that it is not possible to teach children without integrating all the domains, that students learn by integrating content with process, and that schools play a significant role in teaching affective education. Bredekamp (1988) believed that failure to attend to the integrated development of all domains is often the root cause of school failure.

Bloom, Hastings and Madaus (1971) found that when schools value affective objectives, include them in the goals of schooling, and define them in behavioral terms, there is an obligation to evaluate the effectiveness of the curriculum in forming those behaviors. Beane (1985) discussed the benefits and shortcomings of affective education and the controversy over the place of affective education in the curriculum. Beane uses values education, moral education, developmental and humanistic education to determine that affective education is a necessary component for genuine learning, and that all of society shares responsibility for it.

The research of Schaps, Solomon and Watson (1985) showed that even though the position of The Child Development Program in California was that achieving prosocial goals and preserving an emphasis on academic achievement are equally important, parents held character development and development of personal qualities slightly higher than goals related directly to school achievement. Wynne and Walberg (1985) stated that character development and academic excellence complement each other. They defined character as morally relevant conduct or words which are observable in actions. Coles (1985) described the indicators of 'character' by talking to teachers and students in the United States. It is interesting to note the similarity between Coles' indicators and the indicators described by participants in the Lethbridge project.

Bloom, Hastings and Madaus (1971) declared that the evaluation of affective objectives should not be equated with assigning a grade or giving an examination, since it is feedback to the student that is the purpose of formative and diagnostic evaluation of affective objectives.

Bloom, Madaus and Hastings (1981) stated that evaluating affective learning could be done by: observation; unobtrusive techniques such as library records, student products, voluntary seating arrangements, journals and notebooks; structured or unstructured interviews; open-ended questions; and questionnaires.

Smith (1992) contrasted the official, almost universally held view that learning is difficult, requires effort and is work to the informal view held by every culture in the world that learning is "...continuous, spontaneous, and effortless, requiring no particular attention, conscious motivation, or specific reinforcement; learning occurs in all kinds of situations and is not subject to forgetting" (p. 432). Because of this informal view of learning, the Lethbridge project encouraged the involvement of parents in the assessment procedure.

Berger (1991) stated that schools need to look at what aspects of structure and culture support and compel students to do their best and to act their best, because when students leave school they are judged on the quality of the work they produce and the quality of personal skills they possess, not on their ability to take tests. Berger found that an environment of risk-taking, cooperation and learning results when teachers model behavior by taking risks, sharing feelings, doing work, accepting criticism and admitting mistakes. His findings that appraisals of self are the ultimate locus of all standards and informal peer appraisals determine what is appropriate and acceptable work and behavior are reflected in the Lethbridge project.

Validation

The research coordinator took note of the characteristics of qualitative research as outlined by Borg and Gall (1989) and attempted to use methods of data collection which minimized error and maximized information.

Reliability becomes a variable rather than a goal when we include the work of Paulson and Paulson (1991). They described the understanding of human performance as a multidimensional phenomenon that occurs in a complex, social context. They found that the development of human mental processes is not linear and additive. Paulson and Paulson describe human behavior as discontinuous and complex.

A strong claim for the scientific legitimacy of inquiry-guided and interpretive studies was made by Mishler (1990) who reformulated validation as the social construction of knowledge in which the key issue is whether the community of scientists evaluates reported findings as sufficiently trustworthy to rely on for their own work. He defined validation as the processes through which we make claims for and evaluate the "trustworthiness" of reported observations, interpretations, and generalizations. He makes validation rather than validity the key term and focuses on the range of ongoing activities through which claims are made and appraised rather than on the static properties of instruments and scores. To assure replication, the prescribed route to validation, Mishler says inquiry-guided and interpretive

researchers have the task of articulating and clarifying the features and methods of studies to show how the work is done and what problems become accessible to study.

Assessment

Nagy's (1991) cautionary note on the direction of development in measurement/assessment addressed how difficult it is to assess the 'tender fruit' of education. He suggested that assessment of these affective goals may involve assessment of process, use of proxy outcomes, unobtrusive observations, and self-assessment.

Rogers (1991) stated that the daily assessment of student learning is one of the most demanding, complex and important teacher tasks, yet teachers do not feel competent, nor are they competent in assessment procedures. He suggested several assessment components to include in teacher preparation courses to help remedy the situation.

Chittenden (1991) saw interest growing in assessment methods that are more natural and closer to classroom practices and performance measures, but believes that assessment is an attitude before it is a method. He sees observation as potentially the richest source of information, yet the most elusive; performance samples as tangible information; and tests as contributing to but not defining the assessment. Chittenden recommends asking teachers what indicators they use to show progress.

The Bachor and Anderson report (1991) on classroom assessment practices of primary classrooms showed that observation is the most widely and frequently used procedure, along with collection of work samples, checklists, interviews and student self-evaluations. Wilson (1991) noted conflicting pressures from students, parents, teachers, administrators, and professional evaluators in regard to assessment. He concluded that if teachers use observation to develop less structured assessments, observation skills will have to be developed.

Standardized Tests

The Lethbridge Catholic Project offers a systematic process for observing behaviors in authentic situations and thereby broadening the assessment base. Perrone (1991) said to ensure that students are thinkers, readers, writers and comprehenders of knowledge, there must be a systematic process to determine results and improve the quality of student learning. Using authentic assessment such as portfolios, documentation, and exhibitions contributes to student self-evaluation and teachers become thoughtful observers, documenters, and organizers of evaluations.

Zessoules and Gardner (1991) showed that even though standardized tests influence institutional goals, teacher performance, and program funding, teachers still depend on authentic assessments that include: frequent sampling of performances; monitoring of student capacity for being thoughtful, creative, curious and self-directed; observing students' use of skills in making judgments, drawing connections, applying understanding, experimenting, revising, refining, crafting and presenting. These new modes of assessment will be discontinuous with teaching and learning unless they reach into school culture, pedagogical approaches, expectations, standards of performance, and students' own capacities for self-critical judgment.

Glickman (1991) felt that the worth of schools is measured more on the learning displayed in authentic situations than on student scores on standardized tests. Carroll and Carini (1991) felt that standardized tests reduce learning to numbers which indicate how many questions a child answered correctly on the day of the test, while teachers observe subtle patterns and continuities, areas of interest or wonder, self-awareness, human effort and possibility.

Jervis (1991) said that teachers should not rely on standardized tests as the crucial measure of achievement since testing rituals mirror a society absorbed with comparing children one against the other, determine what is taught, and interfere with efforts to build students' self-confidence.

Zessoules and Gardner (1991) also stated that standardized tests displace students from the responsibility and process of assessment because they lack the goals of reflection, of judging and refining one's work and effort, of examining the steps, choices and decisions that guided one's work, of directing one's own growth and development, of making sense of one's endeavors and accomplishments, and of judging success.

CHAPTER 3

METHODOLOGY

Development

The coordinator first reviewed the literature. This review led to the realization that the next step must be to discover what affective qualities are valued by Lethbridge stakeholders.

The coordinator informed teachers of the research project by a letter sent September 25, 1989. The history and funding of the project were described. The letter set out the purpose of the local proposal which was to find a set of indicators of attributes for success in life, a rationale for their use, and a measurement system. The plan was to develop a model for integrating these indicators into the process of evaluation of student achievement and school programs.

The coordinator asked teachers to prepare to be interviewed in an attempt to determine what specific attributes we are or should be developing, what indicators we are or should be using to measure growth in these dimensions, and how we can implement the use of these measurements.

Personal, open-ended, yet structured and focused interviews were conducted with exactly 100 people in Lethbridge. Sampling was purposive rather than random. Those interviewed were 29 students, some from each of the 8 schools, and ranging from grades 1 to 12; 16 parents from various schools with children of various ages. The parent group included immigrants and native Canadians. The coordinator interviewed 28 teachers, 8 principals and 2 school administrators. The 17 citizens interviewed included trustees, clergy, professionals, post-secondary educators, employers and people working in correctional services.

Interviews with students from grades 1 to 6 were conducted by the coordinator. These interviews were in the classroom or lunchroom of their schools. The questions asked were:

> What do you learn at school that you think is worthwhile?
>
> What comments made by your teacher or written on your report card tell you that you are doing well?
>
> What behaviors are shown by students who do well in school?
>
> When you are happy at school, how do you show it?
>
> How can you tell when students are happy at school?

Interviews with students from grades 7 to 12 and with other adults were conducted by the coordinator in their schools, homes, or places of business. The questions asked were:

What do you feel are some indicators of a quality education?

What information, in place of or in addition to grades, can be evidence of success at school?

What behaviors could be recorded to indicate success?

What importance do you feel self-esteem has in respect to success at school? What behaviors are evidence of self-esteem?

What else would you care to add in regard to quality indicators in education?

The responses from each of the 100 interviews was recorded in full view of the person responding, and the coordinator asked questions of elaboration or clarification to ensure that the recorded statements truly reflected their views.

Data Excerpts

Excerpts of responses from various groups follow.

Students described the behavior of those who do well in school as students who "...do their work...listen to the teacher...help other kids...get along with others...put up their hands and answer questions..."

Parents identified success at school as observing children who "...are happy to go to school... feel good about themselves and their work...get along with other students...try to do their best..."

Teachers described important behaviors as those which show "... a desire to learn... a willingness to risk...initiative...their attitude toward school, God and others..."

Other adults reported as significant the acquisition of universal values which can not be legislated and are not denominational. But they stated that students should be exposed to these universal values by using significant adults as role models.

Employers, post-secondary educators, and professionals described important affective learnings as "...taking responsibility...thinking on their feet...making decisions...being trustworthy and loyal..."

Adults involved in correctional institutes and rescue services described behaviors which showed a lack of affective learning. These were "...withdrawal...low or no self-esteem...reckless behavior...a lack of enthusiasm and desire...poor interpersonal skills...defensive behavior patterns which become self-defeating..."

Refinement

The interview data were studied and sorted into broad categories of like answers. Responses of similar nature were grouped into those dealing with behaviors in:

- self-esteem, self-worth
- well rounded, motivated, risk taker, extra work
- goals, values, decisions for behavior
- social action, justice
- communication with others
- interpersonal relationships
- problem solving
- happy and positive attitude
- creativity, curiosity, questioning, thinking
- academic excellence

The coordinator contacted a different set of 32 teachers in the Lethbridge Catholic Schools in informal interview situations. These teachers refined and clarified the significant behaviors. They also elaborated on the behavioral descriptions.

The coordinator observed students in classrooms in an attempt to observe the behaviors in action and to validate that they are significant. The coordinator consulted groups of teachers regarding typical behaviors for specific age groups.

The original groups of similar responses were regrouped using the frequency of key points as an organizer. The behaviors were expanded to reflect the clarification and refinement of discussions with teachers. Descriptions of behaviors were expanded to include observations in the classrooms. The behaviors were then tentatively proposed to teachers as indicators of affective learning.

Proposed Indicators of Affective Learning

Behaviors In Response to God:

1. Distinguishes right from wrong by displaying the moral virtues of truth, honesty and integrity.

2. Displays selflessness through considerate, responsible and trustworthy behavior.

3. Exemplifies unconditional love by using charitable words and actions.

4. Shows prudence and good judgment in wise decision making.

Behaviors In Response to Self:

5. Exemplifies confidence and hope by taking risks and accepting error with ease and good humor.

6. Assumes responsibility for actions and shows leadership.

7. Deals with a wide range of emotional responses such as: joy, sorrow, frustration, anger, jealousy, fear.

8. Develops God-given talents by showing diligence in work and pride in accomplishments.

Behaviors In Response to Others:

9. Shows respect and consideration for authority while understanding the legitimacy of dissent.

10. Accepts and respects the ideas, rights, property and personhood of others.

11. Shows appreciation for the accomplishments of others by affirming them.

12. Shares ideas and contributes cooperatively in class.

Behaviors In Response to Learning:

13. Welcomes the opportunity to learn by being happy, enthusiastic and eager.

14. Displays intellectual curiosity through the use of critical thinking and informed questioning.

15. Displays an inner desire to create and to learn by initiating activities.

16. Displays an open and inquisitive mind by accepting challenges, considering change, and using various problem-solving techniques.

Behaviors In Response to the World:

17. Displays active citizenship by involvement in volunteer endeavors.

18. Shows concern for the environment by careful and responsible use of natural resources.

19. Shows a concern for social justice and equality through a sense of fair play, social action and giving.

20. Responds to the expectations of the world of work by being prepared for class, being attentive, punctual and good humored.

Validation

The tentative set of 20 indicators was validated by consulting the literature, examining Alberta Education's affective expectations and consulting policies of the Lethbridge Catholic Schools.

We discovered that the behaviors identified as proposed indicators are congruent with the 26 personal characteristics which Alberta identifies as desirable for schools to develop in students. (Alberta Education, 1992) These 26 characteristics include the ethical/moral characteristics: respectful, responsible, fair/just, tolerant, honest, kind, forgiving, committed to democratic ideals, loyal; the intellectual characteristics: open-minded, thinks critically, intellectually curious, creative, pursues excellence, appreciative; and the social/personal characteristics: cooperative, accepting, conserving, industrious, possesses a strong sense of self-worth, persevering, prompt, neat, attentive, unselfish, mentally and physically fit.

Validation also included reviewing the expectations found in the interviews, and clarifying the expectations with a further 20 Lethbridge Catholic teachers who were not previously consulted or interviewed. The proposed indicators were also mailed to 20 other persons including retired educators, post-secondary educators, clergy, trustees, tradesmen and professionals asking them to verify that the list was complete and that the behaviors were valued by the Lethbridge Catholic School stakeholders. The validators were asked to add any areas that were overlooked, any behaviors not included, and any other signs of learning. They were asked if the behaviors listed were considered to be signs of learning. They were also asked to change or delete any behaviors which were not consistent, to question those that were not clear and to make suggestions.

Validation took place in a practical sense in the classrooms. Teachers were asked to add to or delete behaviors which were not relevant to teaching and learning. The coordinator observed classrooms to validate the behaviors. The responses of teachers were used and the list of behaviors was refined, expanded, defined in more precise terms and validated again in the classroom.

During this time, collaboration proved to be indispensable. Our project received support, direction, and recommendations from Nelly McEwen the EQI Coordinator, from provincial EQI meetings and from Alberta Education EQI publications. Carol McLean organized Zone 6 Regional EQI Network meetings which both supported our efforts and gave us direction. Collaborative action was required to present our EQI project at the symposium at the annual meeting of the Canadian Educational Researchers' Association in Victoria, June 1990. Our local steering committee heard us out at many meetings and offered us their guidance. We were pleased to receive unsolicited, helpful and informative advice from the public sector on many occasions.

The validation process produced a new and refined draft of indicators. The five indicators became behaviors which respond to SELF WORTH, RELATING TO OTHERS, the WORLD, LEARNING and SPIRITUAL LIFE.

There was an attempt to show a commonality of behaviors within each of the areas. Behaviors seemed to show assumptions and beliefs; to give hope and purpose to behavior; to show signs of charity, love or concern; and to be based on commitment. However, it became impossible to sustain or rationalize these common threads and the idea was abandoned.

However, further analysis of the data resulted in homogeneous groups of three behaviors for each indicator. These were behaviors:

1. that showed **self-worth**
2. that dealt with **interpersonal relationships**
3. relating to **world awareness** and work world expectations
4. which show **learning**
5. relating to **spiritual life**, values, beliefs and purpose.

Field Testing

One stage of field testing was the dissemination and explanation of the indicators to district teachers, parents, students, special interest groups, teachers outside the district, the School Board and the media.

The indicators were translated into French for distribution to and response from the French immersion teachers in the district.

The coordinator observed student behavior in district classrooms. She gave an oral report of the behavior observed to the teacher and students. Observation focused on the learning behaviors observed. Negative behavior that did not demonstrate learning, but which is easily identified, was not recorded or reported. The coordinator's report often surprised the teacher and students. They were unaware of the many and varied behaviors that they were exhibiting and learning in everyday classes. Teachers reported that the observation of positive behavior had forced them to look at their class from a different vantage point, to look for the positive rather than dwell on the negative, and to be encouraged by the positive behaviors that were now so evident.

The coordinator taught lessons in 18 classes while the classroom teacher observed behavior of their students. Teachers reported that with time to sit back and observe, they were able to see the importance of the affective component of learning, the impact of behavior on learning, and the relationship of behavior to learning in the cognitive and performance domains.

As a result of having teachers observe student behavior, it became obvious that teachers needed to focus attention on specific behaviors to avoid general overviews that lacked detail. Teachers needed to observe positive rather than negative behavior. They needed to be trained in differentiating between inference and observation. They needed to see the value of observing individual students not just the class as a whole.

Field testing showed the following:

1. Indicators of affective learning need not be totally comprehensive but they must be typical.

2. Reporting of observation need not be of all affective indicators, for all students, at all times; but reporting of significant observations of individual students is helpful.

3. Reporting of affective learning is reporting of the observation of positive behavior; but observation of negative behavior, though it need not be reported, is the basis for action plans to remedy the deficiencies.

4. Checklists are useful reminders of behaviors observed, but they are too limiting.

5. Published tests, instruments and measures of affective learning were not seen to be the most valid and pure measure of behavior.

6. Behavior is observed in process and in product by teachers; behavior is observed by parents and peers; behavior is observed by students themselves when given time and freedom to reflect.

7. In order to operationalize the indicators, there would need to be more specific descriptors of representative behaviors for each indicator.

8. There would need to be ways to report observations in a positive manner. These ways would need to be easy, efficient and effective to use.

Actions, typical of behaviors that teachers see, were collected from the field tests and from groups of teachers. These actions are not prescribed actions that students are required to display, but rather they are descriptions of typical actions of students who show affective learning. These actions were systematized and further refined by collaborating with practicing teachers. The descriptions expanded horizons and were included in a folder of possible actions to observe as evidence of the presence of a behavior. (Appendix B)

CHAPTER 4

A CELEBRATION OF LEARNING

The Celebration of Learning is based on the goals and objectives of the Lethbridge Catholic School District and those of Alberta Education. The ideals of hope, affirmation, reconciliation and renewal guide the processes of evaluation, student progress and the Celebration of Learning. (Appendix C) Evaluating the progress of students requires that teachers tell the students what they have learned and celebrate it. Teachers inform students of what they have not yet learned, and make plans to work with the students and their parents to overcome the deficiencies.

The Celebration of Learning is an effective way to report affective learning. Teachers observe behaviors which show affective learning and affirm students when affective progress is observed. Teachers inform students of the affective learning which has not yet been observed and make plans with both students and parents to rectify the lack of positive affective learning. Plans may include teaching or modelling the behavior so that students learn it and put it into action.

Signs of Affective Learning

This project identified 5 indicators of affective learning. Each of the 5 indicators is expressed and observed through 3 dynamic behaviors. These are dynamic, constructive behaviors that can be observed and celebrated as signs of learning and growth.

INDICATOR I is SELF WORTH

1. Demonstrates confidence, self-worth, and security by taking risks, accepting error with ease and good humor, maintaining a healthy life and taking pride in posture and appearance.

2. Assumes responsibility by accepting the consequences of actions, accepting leadership, cooperating with responsible leaders, and demonstrating emotional well-being.

3. Perseveres in developing gifts and talents through consistent effort, efficient use of time, and taking pride in accomplishments.

INDICATOR II is RELATING TO OTHERS

4. Shows consideration and respect for authority while understanding the legitimacy of dissent by choosing appropriate ways to agree or disagree, by responding to adult direction and by following rules.

5. Appreciates the accomplishments of others by affirming and encouraging them, being sensitive to their feelings, and by accepting winning or losing in a gracious manner.

6. Respects the rights, ideas and property of others by valuing diversity of ideas, caring for the property of others, accepting and understanding differences, and respecting the right of others to learn.

INDICATOR III is WORLD AWARENESS

7. Displays a belief in the value of citizenship by contributing to the building of community, participating, sharing information or time or energy or resources, cooperating in groups, volunteering and becoming involved in community endeavors.

8. Demonstrates a commitment to social justice and fair play by preserving the environment, conserving natural resources, using equipment and materials responsibly, and sharing generously.

9. Exemplifies dependability and dedication by being present, punctual, prepared, attentive, diligent, good humored and able to work independently.

INDICATOR IV is LEARNING

10. Shows a desire to learn and to search for truth by being open and receptive to learning, affirming it and reflecting it with happiness, enthusiasm and satisfaction.

11. Demonstrates self-direction and self-motivation by initiating activities, accepting challenges, extending knowledge, exploring possibilities, expanding horizons and creating.

12. Displays intellectual curiosity by maintaining an open and inquisitive mind, being flexible to change, using skills of intelligence such as critical thinking skills, asking informed questions, and employing a variety of problem-solving techniques.

INDICATOR V is SPIRITUAL LIFE

13. Demonstrates faith in a Supreme Being and in a system of values which distinguishes right from wrong by displaying truth, honesty, integrity, justice, and inner peace.

14. Exemplifies hope, trust and purpose in life by being prudent and wise in decision making, and working toward a goal.

15. Personifies love by showing acceptance, thankfulness, tolerance, compassion, reconciliation, and a sense of selflessness through considerate, responsible and trustworthy behavior.

Conceptual Model

A conceptual model grew from consultation with teachers. The model began with triangles but changed to circles. The first circular model had a smaller circle as the core representing Spiritual life, with three interlocking circles surrounded by a large circle representing the Self.

Teachers in the high school felt this was not a true representation since they felt that the larger circle should represent the whole person, the spiritual embodiment of all the other facets. Through collaborative action, the Self was described as the core of the student. Self worth, rooted in the Father or the Creator, grows to completion through interpersonal relationships, feedback from learning experiences and from daily living in the world. The four circles are interwoven, overlapping, interlocking and interdependent.

Figure 1 presents the collaborative conceptual model showing the relationship of all five areas of affective growth. The model represents the formation and growth of behaviors that display positive attitudes toward the SELF as they take place through the interrelated experiences of dealing with OTHERS, through a growing awareness of the WORLD, and through the process of LEARNING. The SPIRITUAL LIFE dimension unifies the other four, by identifying a purposiveness in life, its events and activities; it provides the hope that leads the learner on.

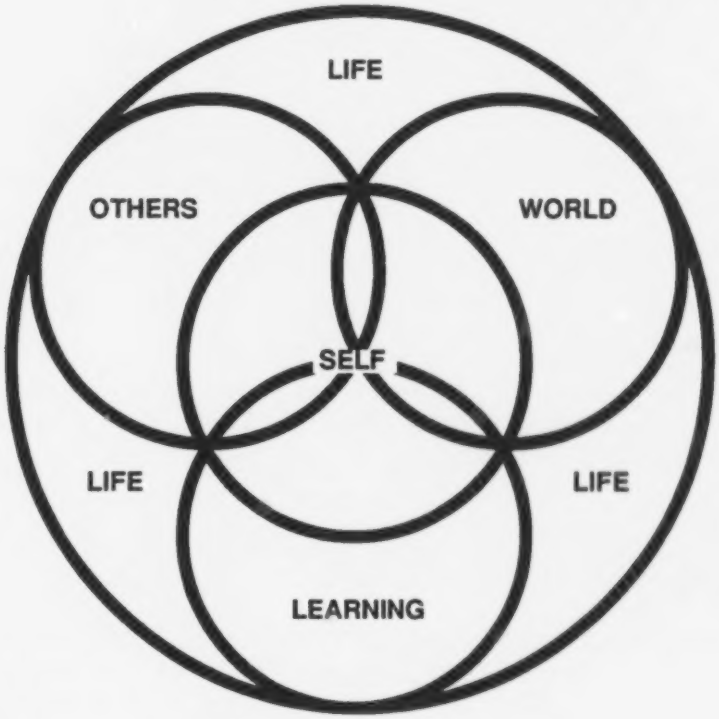

Figure 1: Conceptual Model

in SELF-WORTH	SHOWS CONFIDENCE	ASSUMES RESPONSIBILITY	DEVELOPS TALENTS
in RELATING TO OTHERS	RESPONDS TO AUTHORITY	APPRECIATES OTHERS	RESPECTS RIGHTS
in WORLD AWARENESS	PARTICIPATES AND COOPERATES	PLAYS FAIR AND SHARES	ATTENDS AND WORKS
in LEARNING	ENJOYS AND DESIRES LEARNING	DIRECTS AND EXPANDS LEARNING	THINKS, ASKS, SOLVES AND CHANGES
in SPIRITUAL LIFE	BELIEVES	HOPES	LOVES

Figure 2: Indicators and Behaviors of Affective Growth

in SELF-WORTH	DEMEANS SELF AND GIVES UP	SHIRKS RESPONSIBILITY	WASTES TIME AND TALENTS
in RELATING TO OTHERS	DEFIES AUTHORITY	DERIDES AND BLAMES OTHERS	EXPLOITS RIGHTS OF OTHERS
in WORLD AWARENESS	WITHDRAWS AND DISRUPTS	OBSTRUCTS JUSTICE	NEGLECTS AND REJECTS WORK
in LEARNING	DISDAINS AND SCORNS LEARNING	HINDERS AND IMPEDES LEARNING	CLOSES MIND TO LEARNING AND CHANGE
in SPIRITUAL LIFE	DOUBTS AND DENIES VALUE SYSTEM	DRIFTS AND DESPAIRS	DESPISES SPITES AND RESENTS

Figure 3: Indicators and Behaviors of Affective Decay

The Negative Schema

The validity or trustworthiness of the positive behaviors was tested by creating a mirror image of negative behaviors. Negative behaviors that show affective decay rather than affective growth came from interview data from professionals in social services areas and correctional institutes. People involved with rescue operations described their clients as withdrawn, detached, ready to place the blame for their problems on someone or something else, defiant, spiteful, drifting aimlessly through life with no optimism or hope for the future.

Teachers were consulted to validate that the negative behaviors named are observable in classrooms and that they are deemed to be indicators of affective decay rather than growth.

A positive matrix (Figure 2) and a negative matrix (Figure 3) were developed. The positive matrix formed the nucleus of the brochure used in the implementation stage. The negative matrix is theoretical in nature and not part of the instrumentation or implementation.

CHAPTER 5

IMPLEMENTATION

Criteria

The research with teachers in the classroom while developing the indicators demonstrated that any procedure for observation of behaviors must meet these criteria. The procedure must be simple, defensible, observable, time efficient and useful.

Failure to meet any one of these criteria results in rejection of the procedure.

Results

The research showed that affective learning was addressed by describing behaviors which are desirable; observing the presence or absence of behaviors; affirming students when desirable behaviors are observed; conferring with students and parents regarding the absence of specific behaviors; and teaching, modelling and valuing behaviors identified as indicators of affective learning.

Instruments

The instruments designed are simple; the procedure is simple and time efficient; the indicators are defensible. Observation can be used in the classroom, on the playground and at home. Behaviors are observable by parents, teachers, and students. Instruments for recording observations are open ended. Instruments are designed to record and report positive behaviors in a constructive manner. Recording of observations is simple; reporting is simple yet affirming to students, informative for parents and useful for teachers.

Each of the instruments developed is described.

1. A brochure to identify the 15 indicators of growth in behaviors. The behaviors are illustrated and displayed on five separate pages which identify them in chart form on graduated page lengths. The artist depicts birds displaying bird behaviors as they grow to maturity and become independent.

2. A folder to identify seven representative actions for each of the 15 behaviors. The folder of 105 specific behaviors helps to focus observation. (Appendix B)

3. A class checklist of the 15 indicators to allow for a quick method of recording reminders of observations. Later, the observations can be written in journals or anecdotes.

4. Self-evaluations for students. There are separate versions for primary (grades 1-3), elementary (grades 4-6) and secondary (grades 7-12) students. The primary student self-evaluations are five individual sheets covering each area of behavior. Each sheet asks eight questions to help students think about how they behave

and to record their thoughts by coloring happy faces. The elementary self-evaluation consists of one sheet that poses seven questions for each of the five areas. It also presents an opportunity to reflect on which behaviors they do well, which behaviors have improved and which ones still need improvement. The secondary self-evaluation is similar to the elementary one but the vocabulary and reflections take into account the maturity of the students. (Appendix C)

5. Good News Notes for students and parents. The notes are designed to allow teachers to give immediate feedback to students and parents when constructive and encouraging behavior has been observed at school. The carbon copy of the report allows teachers to keep a record of the observation for future assessment, discussion or conference. (Appendix D)

   It may be of interest to note that the first attempt at preparing good news note pads met with less than encouraging results. The blank note pads were being used as just that - note pads. The redesigned note pads have a carbon copy, are addressed to student and parents, have part of the message printed on the note, and provide space for teachers to describe the behavior observed, the date and their signature.

6. A presentation kit to enclose the instruments. The kit briefly describes how to use the kit, what assumptions are made, and the concept of the celebration of learning.

Observations

The coordinator is actively involved in the implementation. She communicates the project and findings to district teachers formally on a school-by-school basis and informally on a one-to-one basis in staff rooms and classrooms. The coordinator is seen as a disinterested participant and teachers are free to discuss the negative, the positive, the interesting and the not so interesting results of introducing the concept of observing behavior as an authentic assessment tool.

The demands of the classroom present some difficulty in gaining access to teachers' time. The coordinator, a teacher, overcame this problem at one stage of the implementation by taking over the teaching and evaluating role of classrooms so that teachers could experience the benefits of observing the positive behaviors of their students in authentic situations. At another stage, the coordinator observed the behavior of students in classrooms and reported orally to the students and the teacher the type of learning behaviors that were observed. This exercise assisted teachers in looking for positive behaviors rather than seeing only negative behaviors which seem to jump out at you.

The concept of celebrating learning by observing behavior must fit into an already existing system of assessment, evaluation and communication. To facilitate this, the coordinator became a participant in school based discussion, planning and redesigning of reporting systems. Since each of the eight schools in the district has its own reporting system, the coordinator incorporated the results of the project in a different manner for each group.

Implementation requires making distinctions between observing and inferring. The superintendent, who regularly communicates concepts, ideas, theories and assumptions to all teachers in the system through "Viewpoints" newsletters, exemplified observation and inference in one of the newsletters. (Appendix E)

During the implementation process it became evident that at the secondary level some teachers viewed affective learning as an add-on to the prescribed curriculum. They did not feel that there was time for anything extra in a semester. To answer this objection, the coordinator explained through personal contacts with both the junior high school and the senior high school that the affective domain is interwoven, interrelated and intertwined with every other domain to the extent that it is impossible to refrain from addressing affect.

To assist the junior and senior high schools in implementing the reporting of positive behaviors apart from the cognitive and skill areas, the coordinator systematized the computer comments used on student progress reports. Comments were organized into administrative, achievement, skill and behavior sections. The behavior comments were divided into those which described positive actions observed and those which described negative actions observed. An attempt was made to delete inferences wherever possible.

There was limited acceptance of the idea in the high school but much greater acceptance in the junior high school. However, some teachers in both junior and senior high schools adopted the concept of affirming positive behaviors with good news notes, rewriting the computer comments, and teaching behaviors in classes such as Career and Life Management, Religious Studies, and Health and Personal Development.

We discontinued an attempt to describe growth in behavior that would differentiate between the nuances of behavior as the students mature. The vast array of possibilities would be extremely cumbersome and would violate our criteria of practicality and simplicity. Since behavior does not develop in a linear fashion, we found it of no value to describe behavior as a series of benchmarks or standards representative of specific age groups.

No portion of the project was mandated to teachers in Lethbridge Catholic Schools. It was offered to teachers to accept or reject in part or in whole. The only thing asked was that teachers continue to give feedback to the coordinator on how they used the behavior indicators, how they observed behavior, what instruments worked, what ideas did not work, what reactions they received from parents and students, and any suggestions they had to offer.

The cardinal rule in implementing the project hinged on being able to show an immediate relationship between the theoretical and the practical aspects of it. The tension between the practical and the theoretical was lessened when it was made clear that the theory could be put into practice in a simple and efficient manner that would prove beneficial to teachers, students and parents.

CHAPTER 6

SUMMARY AND DISCUSSION

Summary Observations

The purpose of the Lethbridge Catholic EQI Project was to find signs of learning in the affective domain. The project began by identifying indicators of the formation and presence of those attitudes deemed to be important goals of education. The project set out to design a system to monitor, record, and report behavior, the expression of attitudes. Unexpected purposes of the project became obvious; one was the need to train educators to observe positive behavior, another was the need to assist educators to teach and to model behaviors.

The research of the Lethbridge Catholic EQI Project found specific observable behaviors indicating affective growth, that are valued by their stakeholders, promoted by Lethbridge Catholic School policies, mandated by Alberta Education, and supported in the literature.

Some observations of the project follow:

1. There is significant similarity between the responses of the various stakeholders to the interview questions. Stakeholders were asked to identify affective qualities which they valued as significant outcomes of schooling. The similarity of responses resulted in the indicators of affective learning identified by this project.

2. The behaviors identified as indicators of affective learning are:
   - acceptable. They have not been disputed.
   - valid. They have shown trustworthiness.
   - useful. They are practical in the classroom.
   - transferable. Other school districts have adopted them.
   - comprehensive. There have been no further suggestions.
   - stimulating to teachers in their practice.

3. In the implementation of the project, it is important to note that we did not mandate the use of the behaviors. We offered it to teachers to use in the existing system to the degree that teachers found it useful. Our observation is that many teachers are ready to use or are using the behaviors and their representative actions to assess affective learning. They use the instruments:
   - to teach behavior
   - to describe behavior
   - to talk to parents and assist them in parenting
   - to use as a common reference in conferences
   - to help write anecdotal reports
   - to get ideas for report card comments
   - to set objectives and goals for behavior
   - to plan lessons and activities
   - to focus their observations on specific actions
   - to evaluate the affective areas of learning
   - to describe growth and development of students in special education programs

4. In the past we lacked an adequate vocabulary to simultaneously identify behavioral growth and deficiency. We recognize the need to identify the deficiency but not destroy the child. We have difficulty reporting that a student needs further development in behavior. The long list of behaviors prepares us to accept that behavior is not perfect in anyone, but that we can see growth in behavior if we choose to do so.

5. This project used observation of process and of product to assess behavior in an attempt to avoid the cognitive component of instrumental approaches and to provide a more pure measure of affective learning. The professional observation of teachers can be augmented by observations of parents, students and peers.

Conclusions

We feel confident that the behaviors we identified as signs of learning in the affective domain make sense. They are research based and they are valued by the community.

It is difficult to break the cultural bias that wants to compare. Some people still see rating, grading and comparing as necessary. Some people regard good grades as rewards and poor grades as goads to do better. Others believe there is a need for children to learn to fail and that mistakes are flaws which when repeated are the result of willfulness.

Yet, we propose that the presence or absence of the identified positive behaviors is significant in itself.

We find often that schools are applying evaluation concepts derived from assessing the cognitive and the psychomotor domains to assessment in the affective domain. This project has provided concepts and vocabulary specific to assessing affective learning.

Negative behaviors are easily identified and are developed without assistance. Positive behaviors are not so easily identified because we assume them and they are subject to being overlooked. They are not always acknowledged or reported as signs of learning. There appeared to be no benefit in developing the negative side of the behavior chart any further than to use it to validate our findings. However, developing the positive side produced objectives for student outcomes and pedagogical consequences in teaching, demonstrating and modelling behaviors.

We experienced much interest in the project and anticipation of results for implementing. To fulfill the expectations of those who collaborated in the project, the results will be disseminated in a presentation kit which will include a brief description of the theory, a full description of the identified behaviors, master copies of the instruments developed, support for teaching and modelling behavior, and a user's guide.

The findings of this project have a counter cultural quality in that they go against an educational concept derived perhaps from a confused religious concept. That confusion equated sin and error. Behaviors which were in error were sought out, exposed and expunged. But the Celebration of Learning, the celebration of the signs of affective learning, would have the teacher look for opportunities to observe behavior, to find joy in the behavior of children in the act of learning, and to take pleasure in letting them know of it.

Implications

1. Behavior is dynamic and does not follow a linear pattern of development. Attempts to set standards by which behavior can be rated, graded or quantified would serve little purpose.

2. The behavior of students is observed in places other than the school. It is important that multiple observers contribute to the assessment of affective learning.

3. The procedure of using lists of descriptors to identify affective learning is instructive for students and parents. It is beneficial to teachers who can then base instructional and reporting decisions on direct observation.

4. Including observation of behavior as authentic assessment of learning broadens the base of assessment and gives hope to students who have traditionally been assessed only on cognitive achievement and skill development.

5. Good News Notes give immediate feedback to students on their behaviors which are conducive to learning.

6. The precision of the indicators strengthens their use in observation and reduces the need for inference.

7. There is resistance to implementing something new into an existing system. The new concept requires that old concepts change in shape or in significance. It requires flexibility in the system. In order for a new concept to be accepted and incorporated it must not only be simple, efficient, effective and beneficial, but it must be seen to be so.

Recommendations

For Lethbridge Catholic Schools:

1. That junior and senior high schools incorporate descriptors of the Signs of Affective Learning in their computerized comments for reporting student progress.

2. That teachers acquaint themselves with the descriptors of affective learning presented in the Celebration of Learning kit.

3. That teachers make use of the Good News Notes, provided in the kit, to affirm student behavior.

4. That teachers make precise distinctions between observed student behavior and inferences based on observations.

5. That teachers review the concept of A Celebration of Learning at student-parent-teacher interviews.

6. That the district adopt the concept of A Celebration of Learning and the indicators of learning as the basis for describing student progress in the affective domain.

For Other Districts:

7. That other districts evaluate the celebration of learning concept and supporting materials to determine their relevance to local needs.

For Alberta Education:

8. That Alberta Education adopt the concept of A Celebration of Learning and the indicators of learning as the basis for describing student progress in the affective domain.

9. That the department investigate the application of the concept of A Celebration of Learning to other domains.

10. That it adopt the definition of a student "working to potential" as a student who keeps trying and does not give up. Potential is a dynamic, continuing condition not a state to be realized. It follows that the criterion for checking any feedback on student performance is whether it allows and encourages students to keep trying. The skill of making choices becomes central for students.

Follow-up

The results of the project will be disseminated in Lethbridge Catholic schools. The project will be described in a presentation kit for teachers which will include a brief description of the theory, a description of the identified behaviors, the instruments developed, support for teaching behavior, and a user's guide.

This project will enhance education in the province of Alberta by:

1. Promoting the use of descriptors of behavior and instrumentation developed to identify and record affective learning. The descriptors allow teachers to sharpen their perceptions and base their instructional and reporting decisions on direct observation. Observation of behavior is dynamic, active and vital; affective expression is dynamic, not static, passive or sequential.

2. Broadening the base of assessment beyond the static state of grading and rating to the dynamic assessment of the Celebration of Learning. The Celebration of Learning describes what a student has learned, what has not yet been learned and what can be done about it by the student, parent and teacher. Observations of affective learning are noted, reported, and celebrated. Plans to further learning are encouraged.

3. Defining potential and intelligence as dynamic states rather than fixed measures or spaces with static limits.

4. Helping teachers to observe and assess affective learning by:
   - identifying and describing precise actions.
   - presenting positive vocabulary for reporting.
   - setting out goals, objectives and desired behaviors.
   - focusing observation on specific actions.
   - recognizing positive behavior as learning.
   - assisting parents in observing behavior.

5. Addressing the problems encountered in introducing change and describing the methods found most effective in promoting adoption of change in the Lethbridge Catholic Schools. There exists the illusion that when an idea or a project is printed, produced and presented it is implemented and adopted. Experience proves this to be incorrect. This project attempted to overcome that hurdle by having the coordinator work with the teachers, parents and students to fashion it to meet their specific needs. Any change to an already established system requires change and restructuring of many other facets of the system. It is like attempting to insert a new brick into a solid brick wall. Some changes must be made.

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Appendix A

Lethbridge Catholic School District Policies

AFFIRMATION OF STUDENTS AND STAFF

Lethbridge Catholic School District Policy adopted June 13, 1984

1. A statement on affirmation adopted by the Board of Trustees draws attention to the need for acknowledgment of the presence and value of our colleagues, staff associates and students.

2. Affirmation has a special place in Catholic life. The great sacrament of Reconciliation recognizes our weaknesses, and in absolution declares people well again. Perhaps as a protest against emphasis on the negative aspects of behavior, some Catholic writers claim the failure to affirm as "the greatest sin." Everyone can affirm and everyone needs affirmation. Most people do their best when they do the commonplace; if affirmation awaits the heroic and the exceptional, then few will experience it. Affirmation as practiced in school acknowledges the importance and worth of people.

3. Without diminishing the need for honest feedback, and criticism on how we carry out our tasks, all members of the School District acknowledge the need for the act of affirmation of each person in the routine performance of his duties.

4. With respect to the student, the school aims to have each one graduate with a wholesome self image. Affirmation aims to prevent a person's failures and failings from destroying him. This means that our graduates, and others who leave our schools know their abilities and have joy in them; they know something of their limitations and can appraise their significance.

5. The Principal initiates a discussion of the practice of affirmation of students and staff with the entire school staff annually.

EVALUATION OF STUDENT PROGRESS - THE CELEBRATION OF LEARNING

Lethbridge Catholic School District Policy revised June 12, 1986

Ideals of hope, affirmation, reconciliation, and renewal direct and guide the processes of evaluation of student progress and the celebration of learning. The goals and objectives of the Lethbridge Catholic School District No. 9 and those of Alberta Education provide the basis for these processes.

Background

Each child, of infinite worth, as a child of God, merits the best attention of the school. Although teachers have a primary role in providing this attention during the process of evaluation, they act in the recognition of the love parents have for their children. The process of evaluation provides the students with a sense of hope and success. The Board of Trustees of Lethbridge Catholic School District No. 9 supports its teachers in their work of strengthening the students' confidence in their abilities.

Guidelines

1. The school and its classroom teachers attend to the development of each child's Christian maturity.

2. In each school the primary responsibility for the process of evaluation of student progress lies with the classroom teacher who develops a relationship of trust with the student and parents. The principal supplies leadership.

3. In evaluating student progress, the classroom teacher does so objectively, consistently fairly and justly with the goal of instilling hope in the students and affirming their God-given talents.

4. In the classroom setting the teacher has the responsibility and authority to make recommendations which seek the development of the student's self actualization.

5. The classroom teacher communicates clearly, precisely and in confidence such recommendations to other teachers, the principal, parents and students.

6. In the secondary school, the teacher informs the students and parents of the basis of the evaluation process. In the elementary schools, the classroom teacher will inform the parents, upon request, the basis of the evaluation process.

7. The teacher and school use the evaluation of student progress as a means of celebrating the achievement of the students.

EVALUATION OF PROGRAMS

Lethbridge Catholic School District Policy revised June 12, 1985

The School Board may require evaluation of a program within its jurisdiction for whatever reason it considers appropriate and at the times it considers most useful.

Background

From time to time, the School Board, its administration or teaching staff may discern a need to review a particular program in the District. In that event, the School Board calls for an evaluation of the program. The School Board has an abiding concern to ensure that the students develop a maturing Christian response as their schooling proceeds, and wants to ensure that the program provides that maturing, among whatever other program specific objectives belong to it.

Guidelines

1. Program means a set of independent activities and services designed to achieve specific organizational goals, policies and objectives. Examples of programs are: Mathematics 30, Vocational Education, Counselling, transportation and school modernization plan.

2. The evaluation assesses the effectiveness of the activities in the program against its goals, policies and objectives as specified in the Program of Studies and Curriculum Guide. The evaluation comments upon the appropriateness of the goals, policies and objectives. Where appropriate, evaluation will determine if the program affords the students with a developing understanding of the Gospel Message as it applies in the program.

3. The evaluation describes the program, identifies the number of students served, makes commendations and recommendations and determines the costs.

4. The evaluation group may consist of personnel from the School District staff along with consultative personnel from Lethbridge Regional Office of Education or other school jurisdictions as deemed desirable.

ROLE OF THE PRINCIPAL

Lethbridge Catholic School District Policy adopted March 28, 1984

1. The Principal leads the school: whether he acts or not, he determines the school as no other person does.

1.1 In a Catholic School the principal creates a climate for the spiritual development of the staff and students; he applies Gospel values to the management of the school, and so aims to assist his students to see themselves in relation to the Gospel message of love, and to develop a healthy self-concept.

1.2 The principal serves as instructional leader of the school, he understands and accepts the social role of the school. He has a commitment to personal growth in education: he learns and studies.

1.3 The principal administers the school. He seeks to maintain a collegial relationship with other teachers on his staff. He works with other members of the administrative staff on the implementation of School Board policies. He manages the resources of the school and serves the staff and students. He provides for the safety and comfort of staff and students.

1.4 The principal accepts the parents as the primary educators of the children: they have the chief responsibility for their children's education and a great influence on it.

2. The Responsibilities of the Role

2.1 The principal works together with the staff, parish priests and religion consultant to influence the school with the Gospel message. He arranges for celebrations acknowledging the liturgical calendar and significant events in the lives of his students and staff. He seeks to develop a supportive environment so the child develops as a whole person. He understands the meaning of visibility in the Catholic Community.

2.2 The principal explains the school to interested persons. He accounts for the achievement of the students. He helps teachers interpret the achievement of children. He establishes a climate of openness in the school and welcomes visitors to the school. He knows and makes use of the resources and services of the community. He works with his staff in the development of an appropriate array of co-curricular activities.

2.3 The principal supervises instruction, consults with teachers and other responsible personnel to ensure the implementation of the curriculum as required by law, regulation and School Board decision. He assists teachers to employ new methods and materials. He encourages teachers to invent. The principal identifies in-service needs of staff and arranges ways of meeting them. He participates in the selection of staff. He assigns teachers to subject areas of greatest teaching effectiveness.

2.4 The principal seeks to recognize the talents in each child and promotes their development. The principal works with parents and teachers in identifying and developing these talents; he readily consults with them on the needs and opportunities for growth and development of the student. He attempts to match children and teachers based upon learning and teaching styles.

2.5 The principal enjoys and respects the collegial relationship he has with other administrators and members of the Principals' Association.

2.6 The principal inspects the school plant and school grounds regularly and recommends needed changes. He provides routine supervision of the plant and facilities. He ensures the procurement of materials and supplies for the school, directs the preparation of the annual budget, and looks to the ordering of those same items from suppliers.

Appendix B

The Indicators and Typical Actions

Lethbridge Catholic Schools

Present

A Celebration Of Learning

These behaviours are observed and celebrated as signs of learning and growth:

IN SELF WORTH

1. **Demonstrates confidence, self-worth, and security by taking risks, accepting error with ease and good humour, maintaining a healthy life and taking pride in posture and appearance.**

    1. Refers to self in positive terms.
    2. Can laugh at self.
    3. Tries new tasks, activities, skills.
    4. Examines errors to find their value.
    5. Tries again without giving up.
    6. Holds head up and looks at people when speaking.
    7. Takes care of health, posture, hygiene and appearance.

2. **Assumes responsibility by accepting the consequences of actions, accepting leadership, cooperating with responsible leaders, and demonstrating emotional well-being.**

    1. Accepts responsibility for own actions or lack of action.
    2. Accepts consequences without anger or blaming others.
    3. Takes care of people, pets or property.
    4. Leads a group or cooperates with the leader.
    5. Expresses opinions even if they are not popular with peers.
    6. Expresses emotions in socially acceptable ways.
    7. Can acknowledge frustration.

3. **Perseveres in developing gifts and talents through consistent effort, efficient use of time, and taking pride in accomplishments.**

    1. Concentrates on the task at hand.
    2. Practices skills and talents.
    3. Puts energy and effort into doing assignments well.
    4. Follows through to complete a task in spite of difficulties.
    5. Organizes and uses time resourcefully.
    6. Seeks out and engages in leisure time activities.
    7. Displays work and accepts credit graciously.

IN RELATIONSHIP WITH OTHERS

4. Shows consideration and respect for authority while understanding the legitimacy of dissent by choosing appropriate ways to agree or disagree, by responding to adult direction and by following rules.

1. Shows appropriate respect for authority.
2. Shows an understanding of when and how to dissent.
3. Uses own authority with consideration and justice.
4. Responds to rules appropriately.
5. Gives and follows directions with care.
6. Uses courtesy and manners to disagree.
7. Listens to and speaks to others with respect and courtesy.

5. Appreciates the accomplishments of others by affirming and encouraging them, being sensitive to their feelings, and by accepting winning or losing in a gracious manner.

1. Enjoys seeing others succeed and win.
2. Encourages, compliments and applauds the work of others.
3. Gives credit to others freely and sincerely.
4. Shows good sportsmanship.
5. Shares teacher / parent time with others.
6. Assists others to become winners.
7. Shows loyalty, friendship and trust.

6. Respects the rights, ideas and property of others by valuing diversity of ideas, caring for the property of others, accepting and understanding differences, and respecting the right of others to learn.

1. Accepts and respects different people without prejudice.
2. Listens to and appreciates ideas that are different.
3. Settles differences with dignity rather than threat or force.
4. Asks for permission to borrow property and then returns it.
5. Uses public and private property with care.
6. Allows others to have privacy and space.
7. Adjusts voice level to respect the rights of others.

IN WORLD AWARENESS

7. Displays a belief in the value of citizenship by contributing to the building of community, participating, sharing information or time or energy or resources, cooperating in groups, volunteering and becoming involved in community endeavours.

1. Supports community efforts by attending events.
2. Organizes groups and manages conflict or disagreement.
3. Participates in discussions, activities, or projects.
4. Shares ideas and materials with others.
5. Cooperates with others with enthusiasm.
6. Offers to assist others at home or school.
7. Is involved in some activity of the larger community.

8. Demonstrates a commitment to social justice and fair play by preserving the environment, conserving natural resources, using equipment and materials responsibly, and sharing generously.

1. Ensures equal rights in work and in play.
2. Takes turns speaking or in line ups.
3. Makes an effort to protect all of creation.
4. Conserves resources by cutting down on waste.
5. Uses equipment and materials responsibly.
6. Shares generously with others.
7. Shows an understanding of the need for world justice.

9. Exemplifies dependability and dedication by being present, punctual, prepared, attentive, diligent, good humoured and able to work independently.

1. Attempts to be present and punctual.
2. Comes prepared for class with materials and homework.
3. Is alert and attentive in class.
4. Tries to keep work neat and organized.
5. Is cheerful and good humoured.
6. Works independently without constant supervision.
7. Completes homework assignments on time.

IN LEARNING

10. Shows a desire to learn and to search for truth by being open and receptive to learning, affirming it and reflecting it with happiness, enthusiasm and satisfaction.

1. Is ready to learn at school or at home.
2. Is eager and enthusiastic to learn.
3. Comes to school happily and willingly.
4. Makes conscious choices to learn.
5. Learns from others.
6. Shows interest in searching for meaning.
7. Tries to verify.

11. Demonstrates self-direction and self-motivation by initiating activities, accepting challenges, extending knowledge, exploring possibilities, expanding horizons and creating.

1. Explores, initiates, invents opportunities to learn.
2. Investigates and probes to discover meaning.
3. Goes beyond the minimum requirement.
4. Accepts challenges such as contests, fairs, extra projects.
5. Shows creativity and imagination.
6. Engages in a hobby.
7. Shares things learned with others.

12. Displays intellectual curiosity by maintaining an open and inquisitive mind, being flexible to change, using skills of intelligence such as critical thinking skills, asking informed questions, and employing a variety of problem-solving techniques.

1. Is curious and inquisitive.
2. Changes and adapts when new information is presented.
3. Considers and evaluates ideas and plans before adopting them.
4. Asks questions out of curiosity and for better understanding.
5. Attempts to solve problems with more than one method.
6. Understands the complexity of many issues.
7. Wonders and hypothesizes about what was, is or could be.

IN SPIRITUAL LIFE

13. Demonstrates faith in God and in a system of values which distinguishes right from wrong by displaying truth, honesty, integrity, justice, and inner peace.

1. Knows right from wrong and is committed to do what is right.
2. Tells the truth and is honest.
3. Does assignments honestly and fairly.
4. Checks assignments fairly and justly.
5. Is sincere and keeps his / her word.
6. Smiles genuinely and exudes inner peace.
7. Appears at ease that actions are in accord with beliefs.

14. Exemplifies hope, trust and purpose in life by being prudent and wise in decision making, and working toward a goal.

1. Is full of hope for the future.
2. Sets realistic goals and works toward them.
3. Aspires to higher idealistic goals.
4. Makes choices in accordance with goals.
5. Judgments show hope, prudence and wisdom.
6. Is self-reliant and resourceful.
7. Makes decisions after careful thought.

15. Personifies love by showing acceptance, thankfulness, tolerance, compassion, reconciliation, and a sense of selflessness through considerate, responsible and trustworthy behaviour.

1. Shows charitable acceptance of all.
2. Thanks others and accepts thanks graciously.
3. Shows patience and tolerance toward others.
4. Shows empathy with the problems of others.
5. Forgives self and others.
6. Considers and thinks of others before acting.
7. Is kind and caring and loving.

The Lethbridge Catholic Schools project team for the Educational Quality Indicators Collaborative Action Research Projects of Alberta Education developed this indicator system of behaviours and descriptors. December, 1991

Appendix C

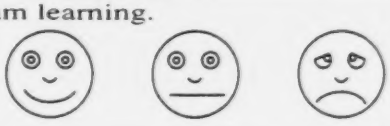
Self Evaluations for Students

A Celebration of Learning

Grade 1–3

Date _____ Name: _____

ABOUT ME

1. I like to try new things.	
2. Mistakes do not upset me, because I am learning.	
3. I keep trying and trying.	
4. I take care of me. I eat and sleep and clean myself.	
5. I am happy to do my chores and my jobs.	
6. I try to do my best work.	
7. I finish my work.	
8. I like to show my work to other people.	

Lethbridge Catholic Schools, 1992

A Celebration of Learning

Grade 4–6

Read This and Write on the Other Side Name: _____

1. ABOUT ME
   - I feel good about my abilities and my looks.
   - I like to try new jobs, sports, games, hobbies.
   - I take care of my health and posture.
   - I know that mistakes are part of learning.
   - It is okay to be happy or sad or angry or frustrated.
   - I try to do good work and I show it with pride.
   - I use my time well so I can finish my work on time.

2. ABOUT GETTING ALONG WITH OTHERS
   - I speak politely and with respect.
   - I listen carefully and follow directions.
   - I congratulate others who do well or win.
   - I can lose and not get angry or blame others.
   - I am quiet when others are working or studying.
   - I accept those who are different from me.
   - I take care of things that belong to others.

3. ABOUT WORK
   - I like to work in groups.
   - I share ideas, time and materials.
   - I volunteer to do extra activities.
   - I use materials carefully.
   - I take turns, cooperate and play fair.
   - I try not to litter or destroy nature.
   - I do my work without being watched.

4. ABOUT LEARNING
   - I like to go to school and to learn.
   - I like to explore, discover and invent.
   - I think about and ask about things.
   - I try different ways to solve puzzles or problems.
   - I enter contests, fairs and challenges.
   - I like to create and to wonder what might be.
   - I am ready to change as I grow and learn.

5. ABOUT GOD
   - I am happy learning about God's plan.
   - I know right from wrong and I try to do right.
   - I tell the truth and I do not cheat.
   - I think of what could happen before I do things.
   - I try to make others happy not just me.
   - I can forgive and make friends again.
   - I say "Thank you" and "You're welcome".

Date: _____

1. I do well at _____

_____

2. I wish I could do better at _____

_____

3. I will try to do better by _____

_____

Date: _____

1. Most of the time, I do well at _____

_____

2. I am trying to do better at _____

_____

3. I still find it hard to do well at _____

_____

4. I will try to do better by _____

_____

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Lethbridge Catholic Schools, 1992

A Celebration of Learning

Junior & Senior High School

Consider the Behaviors Below, Then Write on the Other Side. Name: _____

1. SHOWING SELF WORTH
   - I am willing to try new tasks, challenges, sports.
   - I like myself and can laugh at myself.
   - I take care of my physical health and hygiene.
   - I accept errors as part of learning not of failing.
   - I take responsibility for my actions or lack of action.
   - I can be a leader or I can cooperate with leaders.
   - I express opinions and emotions in acceptable ways.
   - I try to do my best and I am proud of my work.

2. RELATING TO OTHERS
   - I listen and speak with courtesy and respect.
   - I am alert, attentive and follow directions.
   - I compliment the work and successes of others.
   - I am a good sport if I win or lose.
   - I accept and respect differences in others.
   - I settle conflict without force or threats.
   - I respect the right of others to learn.
   - I respect the ideas, property, and space of others.

3. WORLD AWARENESS
   - I participate and cooperate in groups and in class.
   - I contribute ideas, energy and resources to the group.
   - I volunteer for extra activities or sports or clubs.
   - I use equipment and materials responsibly.
   - I try to ensure justice and fair play in any group.
   - I am present, punctual and prepared for class.
   - I try hard to work neatly and independently.
   - I organize my time to complete my work on time.

4. LEARNING
   - I enjoy learning alone or sharing learning.
   - I like to explore, invent, discover and create.
   - I like to do more than the minimum requirements.
   - I take the initiative and accept challenges to learn.
   - I think about ideas before accepting them.
   - I ask questions and wonder about many things.
   - I try several different ways to solve problems.
   - I keep an open mind and can adapt to changes.

5. SPIRITUAL GROWTH
   - I know right from wrong and I try to do right.
   - I am truthful, honest and trustworthy.
   - I believe in a supernatural purpose in life.
   - I go my own way if I disagree with the group.
   - I make decisions that help me reach my life's goals.
   - I am sincere and I keep my word.
   - I am sensitive and considerate of others.
   - I can forgive, reconcile, thank and accept praise.

Date: _____

1. After reflecting on my behaviors, I know that I do well at _____

_____

2. One behavior I wish to improve is _____

_____

3. I plan to show growth in this behavior by _____

_____

Date: _____

1. I am doing well at _____

_____

_____

2. I wish I could do better at _____

_____

_____

3. I plan to improve by _____

_____

_____

Lethbridge Catholic Schools, 1992

A Celebration Of Learning

Good News for ..... & Parents

At school I watch children as they learn. I see the way they act and talk to others, the way they work and play, and how they keep trying. I see your child .....

.....

.....

.....

.....

I find this encouraging, and I hope you do too.

_____ Date

_____ Teacher

Lethbridge Catholic Schools
1992

Appendix E

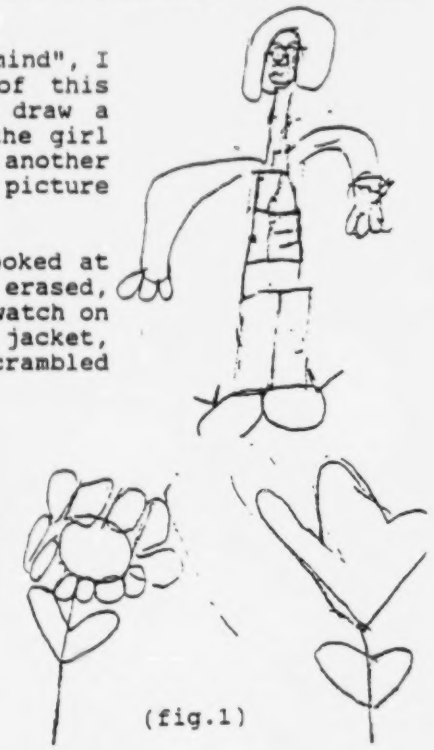
Viewpoints

VIEWPOINTS
VOL.13 No.02 LETHBRIDGE CATHOLIC SEPARATE SCHOOL DISTRICT NO. 9 November 6, 1991

Observing and Inferring: In the restaurant where I took my breakfast after Sunday Mass, I observed at the next table, a group comprised of four adults and a child. The adults conversed; the child busied herself coloring one of the special child's placemats which some restaurateurs now give to children.

I decided on an experiment: "Would you mind", I addressed the group, "if I made use of this girl's talents? I would like her to draw a picture for me." They agreed, as did the girl named (as it turned out) Pam. "I'll get another placemat then, and Pam would you draw a picture of your mum on it?"

She set to work then and there. She looked at her mother closely, put lines on paper, erased, looked at her mother again, checked the watch on her mother's wrist and the front of her jacket, more erasing, and just as I finished my scrambled eggs and coffee, she gave me the figure reprinted here. (fig.1, as they say)



(fig.1)

In examining the drawing, I see that Pam has drawn hair, glasses, eyes, a nose, a too long neck, arms with elbows not fully realized, fingers, a jacket with some figuring on it, a watch, hips, lower legs, shoes, and shoe laces. The latter point, I verified with Pam. And she has drawn two flowers.

What does the drawing tell us about Pam's perceptions? It tells this: she couldn't see her mother's ears because of the hair; she knows her mother has elbows, but the rubbery arms on the drawing represent the way her mother had her arms placed on the chair. Pam understands twoness, and maybe threeness, but fiveness beats her; look at those hands. The drawing shows the mother with no thighs (that I can see) Pam could not see them well, because of her mother's seated posture and chose not to represent them. Pam likes accessories: mark the glasses, the watch and the shoelaces. Pam felt good about making the drawing and good about drawing her mother because she portrays her mother smiling, and the flowers she has drawn show a joy in life.

Now, by the way of comment: the preceding paragraph does not contain much. Every statement records inference, which would require, each one, a verification of some sort. The paragraph preceding it, contains observations easily verified by the product.

In the Education Quality Indicators (EQI) project, Esther Lambert, the researcher in charge, would have us understand the importance of observation, the tenuous nature of inference and the difference between them.

Ralph Himsl

Alberta
EDUCATION